



Handbook for tropEd Course Accreditation

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tropEd Secretariat

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INTRODUCTION:

This handbook will assist course coordinators in developing and presenting courses for accreditation under the tropEd Quality Framework. It is based on experiences gained in the tropEd network since its foundation. All regulations herein are confirmed by the tropEd GA and documented in the minutes of the GA meetings.

The handbook consists of two parts. **Part I** explains the concept and procedure of the course accreditation within the tropEd network in the form of frequently asked questions. **Part II** provides details on how to fill in the course submission form. Forms for submission of advanced modules or core courses for accreditation as well as the check list for the course reviewing are included as **annexes**.

PART I: FREQUENTLY ASKED QUESTIONS

1. What is tropEd accreditation?

tropEd accreditation is the formal recognition of a course by the tropEd General Assembly (GA) in accordance with the tropEd Standard Quality Framework. Once a course has been accredited, it is listed in the tropEd course database and presented on the tropEd webpage. An accredited course meets tropEd quality assurance requirements. ECTS credits of tropEd accredited courses can be transferred to a master degree programme in any tropEd member institution and can contribute to a tropEd recognition application depending on fulfilment of other criteria (see below).

2. Who can deliver an accredited course?

Only institutions whose membership in tropEd has been approved by the General Assembly may submit courses for accreditation. Termination of an institution's membership for any reason will result in the immediate expiration of that institution's accredited courses and the removal of those courses from the tropEd website. While a course may be facilitated by any lecturer designated by the member institution, the submission of courses for accreditation and the accountability for quality assurance is by the member institution and its tropEd representative.

3. What could be an eligible course for tropEd accreditation?

tropEd accredited courses are offered to postgraduate students at tropEd member institutions. tropEd accredits two types of courses: Advanced modules and core courses. The degree of difficulty and depth of an advanced module needs to be demonstrably higher than that of core courses. Topics and contents of all accredited modules and courses should be relevant to International / Global Health. tropEd courses whether organised face-to-face or at distance be modularised and suitable for the mobility of tropEd students.

4. What is the ECTS and what are ECTS credit points?

The European Credit Transfer and Accumulation System (ECTS) is a student-centred system based on the student workload required to achieve the objectives of a programme of study. Its aim is to facilitate the recognition of study periods undertaken abroad by mobile students through the transfer of credits. The ECTS is based on the principle that 60 credits are equivalent to the workload of a full-time student during one academic year.

5. What is SIT and how is it calculated?

Student workload can be calculated through Student Investment Time (SIT). SIT consists of all the time required to complete planned learning activities such as attending lectures, seminars, independent and private study, preparation of projects, examinations, and so forth and it is allocated to all educational components of a study programme (such as modules, courses, placements, dissertation work, etc.). It thus reflects the quantity of work in each component required to achieve its specific objectives or learning outcomes. According to the underlying national or institutional regulations at tropEd member institutions at the time of writing, 25-30 hours SIT is equal to one ECTS credit point. This calculation must be based on national SIT regulations. A full working week must not have more than 45 hours SIT. There is no direct link between contact hours and ECTS credits. SIT only expresses student workload measured in time and says nothing about the academic level of a course or the prestige of a teacher.

6. When should a course be submitted for accreditation?

A filled accreditation submission form prepared in accordance with these guidelines shall be submitted to the tropEd Secretariat by email at least two weeks prior to the tropEd General

Assembly meeting (exact submission deadlines as per announcement by tropEd Secretariat). If received late, it will be kept for the next scheduled GA meeting. The tropEd Secretariat will compile a course list and make it available to all GA members along with all course descriptions. It is expected to have the member institution representative's presence at the GA meeting if modules from this institution are submitted for accreditation or re-accreditation. (exceptions through virtual attendance may apply for overseas member institutions, upon individual request).

7. How is the course assessed within the tropEd network?

During the tropEd General Assembly meeting, each course will be available for review by all GA members and minimum two rapporteurs will give comments on eligibility, relevance, and coherence of the course together with a suggestion for the appropriate course accreditation category. After an open discussion within the GA about the course, a final consensus decision will be made, recorded in the Minutes and in the comment section of the course accreditation forms, and communicated to all GA members and where appropriate modules will be made available on the tropEd website for selection by students.

8. How are GA accreditation decisions categorised and recorded?

Courses for accreditation may correspond to one of four categories:

- **Category 1: Accredited.** The module will be included in the course list on the tropEd website and in the tropEd database of courses without delay. No changes to the course description are required or such recommended changes are superficial or optional.
- **Category 2: Accepted with minor changes.** The revised course/module description will have to be sent to the tropEd Secretariat in track changes format. The comments from the GA in which the course was reviewed are recorded on the course description under point 26 in the form. The tropEd Executive Committee (EC) will review the new course description for final accreditation during a phone conference. Once accredited, the module will be included in the course list on the tropEd website and in the tropEd database of courses. The EC will inform tropEd members at the next GA meeting about all modules which have been accredited since the last GA meeting. The validation period of a Category 2 is one year. In case the revised course description has not been submitted to the EC within one year, it should be submitted to the GA again.
- **Category 3: Accepted with major changes.** Re-submission to the GA is necessary. The revised course/module description will be sent to the tropEd Secretariat in track changes format. The comments from the last GA in which the course was reviewed are recorded in the course description under point 26 in the form.
- **Category 4: Rejected.** A completely new submission to the GA is necessary. If the module is considered not relevant within the field of a master programme in International/Global Health, then a resubmission is not possible if the focus of the course remains the same.

9. How long is the accreditation valid and when should the course be re-accredited?

Courses are accredited for a five-year period. Re-accreditation is necessary every five years or at any time when major changes or modifications are made to a course/module (see number 10 below). The validation period for each accredited course is shown on the tropEd website. The course will be deleted from the website, if re-accreditation has not been initiated by the date shown. Institutes should start the re-accreditation process within the last year of the existing accreditation period.

10. What is minor change vs. major change?

Minor changes are superficial and do not involve the learning objectives, assessment, mode-of-delivery as course content. Examples of minor changes are a change of wording of the course title; changes in learning and teaching methods, change of course fee, change of the responsible course coordinator, contact information, etc.

A major change could be change of SIT and ECTS credit points; change of course location; change of the course language; change of course objectives and contents change assessment methods, change of prerequisites of the participants; change of selection criteria etc.

Please direct queries about whether a change is minor or major (which would require Executive Committee or GA approval) to the Secretariat.

PART II: GUIDANCE TO FILL IN THE COURSE SUBMISSION FORMS

A. Form for advanced modules:

1. Title:

If there is any subtitle for the course, please also mention it here.

2. Keywords:

Please give 3 to 5 keywords for advanced modules. Keywords should be chosen from the keywords list in **annex 5**.

3. Institution:

Please provide the name of the institution and the name of the tropEd representative.

4. Course location:

If the course is running out of the application institute, please indicate the location here.

5. Course coordinator:

Please provide the name of the course coordinator. His/ her email contact is mandatory.

6. Language:

Please mention the language of instruction of this course: English, French, Spanish, Portuguese, or other.

7. Mode of delivery: this is the question on how the course is organized.

Please choose one from the three options:

- Face-to-Face
- Online learning (self-study or tutor facilitated)
- Blended Learning (combination of online and face-to-face courses)

8. Next course date:

YYYY-MM-DD to YYYY-MM-DD (these dates will be used for the search function on the website). The dates are describing the time period that student should be on campus. In online or blended formats, the dates encompass the mandatory scheduled time period.

9. Course Duration:

Please indicate the length of the whole course in days or weeks. Please indicate application deadlines and provide a breakdown of time periods for pre-reading tasks, for the classroom-based course participation, and for assignments after class attendance (if relevant).

10. SIT:

Please provide a breakdown of numbers of contact and self-study hours. A maximum of 45 hrs SIT per week are considered acceptable.

11. Credit points:

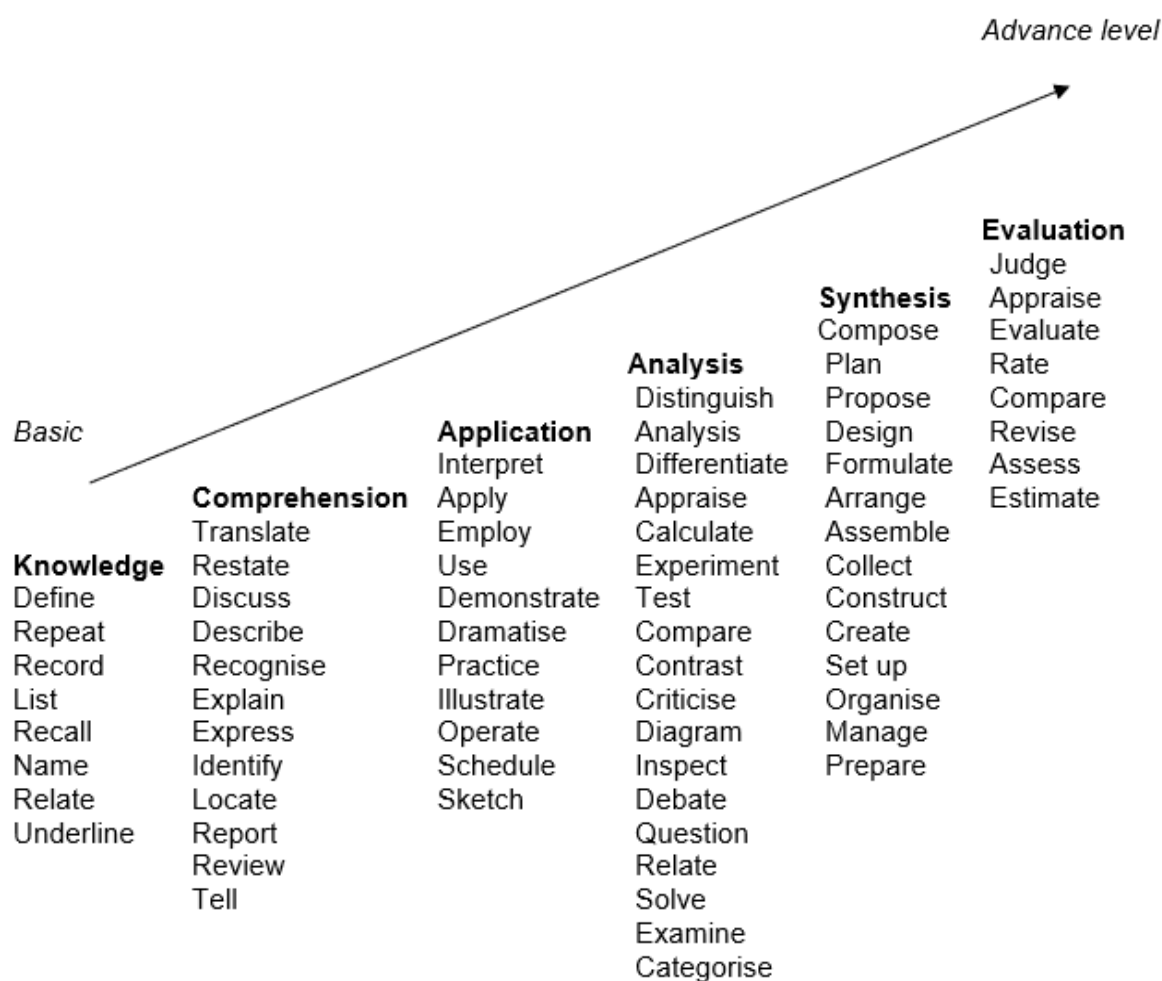
Please give the number of ECTS credit points allocated for this course based on student investment time (SIT). 25-30 hrs SIT are equivalent to 1 ECTS credit point (according to national regulations).

12. Learning objectives:

Learning outcomes are to be expressed in terms of learning objectives (LOs) for the student, not as the teaching objectives of the teachers. We ask you to start the objectives with the sentence: "At the end of the module the student should be able to ...". Formulating learning outcomes from the perspective of what students should have achieved will assist in assessing precisely what will be tested at the end of the module and the level of academic achievement expected. For example, "understanding the implications of the epidemiology of HIV/AIDS", does not say what will be tested or the level tested. Moreover "understanding" is a passive verb and doesn't say anything on student's ability. The objective: "students will be able to draw implications for HIV/AIDS prevention programmes from epidemiological data", indicates both the level of understanding and what you will be testing.

Please limit the number to 3-6 LOs, and please start with the LO which is considered most important or on which the assessment will mainly be focused. It is important to make clear the main or heaviest or highest learning objectives instead to e.g. having ten or more learning objectives for a three ECTS credits course.

As part of a Master's programme, the course objectives should also indicate the advanced level of the learning outcomes. Indicated here are the different levels of verbs which can be used in formulating the appropriate level of learning objectives (Blooms Taxonomy). These are examples of active verbs for stating learning outcomes and are also listed in the **annex 4**.



13. Assessment procedures:

The reviewers need to be able to review the level of expected performance as well as the appropriateness of the examination method in relation to the learning outcomes formulated above. For example, “4-hour open book examination using essay questions and case studies or a 3,000-word essay”. Please make sure that all learning outcomes are being assessed. If more than one assessment method is being used, please indicate the relative weight of different methods in the final mark/score. Examples of exams or guidelines for the writing of an essay enclosed in an annex will be helpful. Also indicate what options students have when they fail.

Examples of formative and/or summative assessment procedures used so far within the tropEd network are: active course participation; clinical ward practice; oral presentation; group presentation; essay; individual/group report; individual/group research protocol; critical review; case study; project proposal; editorial; policy briefs, elevator pitches, data analysis; financial forecasting; multiple choice exam; open/closed book exams; poster presentations; peer assessment.

Please indicate how students are given feedback and what options students have when they fail (Is an examination or assessment re-sit available for example?).

For on-line assessment please describe how it is guaranteed that the product is the student's personal work.

14. Content:

Please use, for example, the list of topics or titles for the sessions (preferably in bullets) or cluster of sessions included in the module.

15. Learning methods:

Expected is a description of the actual methods used in the module. There are different types of courses: lecture, seminar, research seminar, exercise course, practical laboratory work, guided personal study, tutorial, independent studies, internship, placement or 'stage', fieldwork, project work, etc. Different learning methods can be used such as attending lectures, performing specific assignments, practising technical or laboratory skills, writing papers, reading books and papers, learning how to give constructive criticism of the work of others, chairing meetings, etc. Also, please provide a breakdown of the learning methods (rounding to hours). For example, “22 one-hour lectures to introduce subject areas and three practicals of each 4 hours”.

16. Prerequisites:

Please describe in this section the expected level, length, and type of academic and/or professional experience required if relevant for admission. If a specific experience (e.g. experience in developing countries) is required or recommended, please state that explicitly.

For language, indicate the level of proficiency expected in the language in which the course will be taught, along with the how proof of proficiency should be demonstrated, e.g. English TOEFL test score 213 computer-based or 550 paper-based or 79-80 internet-based or IELTS band 6.0.

This is also the place to indicate subject areas that should be completed before the module can be started. For example, “a successfully completed two-week introductory course on qualitative research methods”.

In case of online courses, please indicate the computer and internet, software requirements.

17. Attendance:

Please state the minimum and maximum number of students who can attend the course and the maximum number of tropEd students who can enrol, if their number is limited. (example: Minimum attendance 10 participants [this means that below this number the course will not take place], maximum number 50 participants; herein max. number of tropEd participants: 20).

18. Selection, if applicable:

Please describe how course participants will be selected, e.g. first-come, first-serve or through a selection process. In the latter case, please also provide the selection criteria.

19. Fees:

Tuition fees should be stated in the currency in which they will have to be paid. If an alternative payment is also possible in Euros, please state also fees in Euros. If the institution charges different fees to different course participants (e.g. from Europe and from overseas, or different fees for tropEd students), please also mention this here.

20. Scholarships:

If there is any kind of scholarship, please provide details about the scholarship provider, eligibility criteria for this scholarship, costs/expenses covered, any relevant deadlines and the necessary contact information.

21. tropEd accreditation:

Please provide the date and place of the tropEd GA meeting, at which this course is submitted. Please indicate here as well if the GA accreditation decision resulted in the course being awarded a category 2 or 3.

22. Remarks: limited space for any information deemed important for students and which could not be included under the other sections.

For re-accreditation, the following three items need to be added to the information above:

23. Major changes since previous accreditation:

Any changes in course delivery need to be described with a short explanation about the reason for this change.

24. Student evaluations:

Provide a summary of the course evaluations by students (positive and negative aspects) and any other major feedback received, also from scholars and lecturers, etc.

25. Lessons learned:

Please provide a summary of experiences gained when delivering this course, level of acceptance, applicability of course content in the work-environment and other remarks.

For perusal of tropEd reviewers the following item needs to be added to the information above:

26. Comments by GA/EC: (only for tropEd reviewers, not published on website)

Comments of reviewers are documented here by the note-keeper in the reviewing process. Information is given on when, at which GA meeting and who reviewed, and the accreditation category awarded.

B. Form for core courses:

Several information points of the core course form differ from the form for the advanced modules.

11-13. Learning objectives:

tropEd core courses from different institutions are considered to adhere to common learning objectives and minimum content requirements as follows:

Core courses introduce students to the fundamentals of international health as stated in the **following aims**. By the end of the core course students should be able to...

- critically reflect on the collection, analysis and appraisal of qualitative and quantitative data relevant for the improvement of health and health care equity
- identify and analyse interrelated determinants of health and major health concerns of populations in a trans-disciplinary perspective in low- and middle-income settings and on a global level
- propose sustainable improvements to health systems that will address inequities while considering diverse intercultural settings as well as social, legal and ethical responsibilities
- describe the role, decision-making processes and impact of global health policy actors
- collaborate and clearly communicate in a multi-disciplinary and multi-cultural setting

Each core course, however, has its special emphasis (i.e. medical, social sciences, health systems, etc.). Please provide the specific objectives for the core course and relate them to the overall tropEd core course objectives, and number of credits, in the following **content sections**:

- Introduction and learning skills (0.5 to 1.5 ECTS credits)
- Concepts, theory and methods for global health research (quantitative and qualitative) (4.5 to 7.5 ECTS credits)
- Global health concerns (e.g. SDGs, health emergencies, communicable and non-communicable diseases, sexual and reproductive health and rights, environmental health, injury), and response strategies (4.5 to 7.5 ECTS credits)
- Global health policies as well as health systems, their management, financing and strengthening (4.5 to 7.5 ECTS credits)

Please, finally indicate any focus or specific features characterising your core course, which you would like to highlight.

15. Content:

Please indicate the distribution of SIT for the four main **sections** (and possibly **sub-sections**) listed above.

16. Structure of the course:

Please indicate the sequence and duration of building blocks or modules / part, as applicable in your core course.

All other items are identical to the form used for submission of advanced modules.

Annex 1 Submission form for advanced modules



Submission form for advanced modules	
1. Title:	
2. Keywords:	<i>Please give 3 to 5 keywords for advanced modules. Keywords should be chosen from the keywords list in annex 5.</i>
3. Institution name:	<i>State name and physical address of institution; include tropEd representative name email.</i>
4. Course location:	<i>If not in the application institute.</i>
5. Course coordinator:	<i>Name (email address mandatory)</i>
6. Language of instruction:	<i>English, French, Spanish, Portuguese, other.</i>
7. Mode of delivery:	<i>Please choose one from the three options:</i> <ul style="list-style-type: none"> • <i>Face-to-Face</i> • <i>Online Learning (self-study or tutor facilitated)</i> • <i>Blended Learning (combination of online and face-to-face courses)</i>
8. Next course dates:	<i>YYYY-MM-DD to YYYY-MM-DD (these dates should include face-2-face period and scheduled online parts; the dates will be used for the search function on the website).</i>
9. About duration and dates:	<i>All relevant time points and number of days/weeks are to be mentioned here:</i> <i>Application deadline [e.g. "application deadline 2020-05-04" or "application deadline usually 4 weeks prior to first presence course day"].</i> <i>Beginning of pre-course assignment period, if applicable [e.g. pre-reading materials will be distributed 2-4 weeks prior to course commencement].</i> <i>Final due date for post-course assignments, if applicable [e.g. post-course exercise is due 2-3 weeks after the last scheduled course day].</i>
10. SIT: Student investment time in total hours:	<i>Please provide a breakdown of SIT in terms of contact and self-study hours for both distance (eLearning) and face-to-face learning.</i>
11. Credit points:	<i>ECTS credit points based on student investment time (SIT): 25-30 hrs SIT are equivalent to 1 ECTS credit point, maximum 45 hrs SIT per week. This means tropEd will allow max. 1.8 ECTS credits per week.</i>
12. Learning objectives:	<i>Learning outcomes are to be expressed in terms of learning objectives (LOs) for the student, not as the teaching objectives of the teachers. We ask to start the objectives with the sentence: "At the end of the module the student should be able</i>

	<p><i>to...” Formulating learning outcomes from the perspective of what students should have achieved will assist in assessing precisely what will be tested at the end of the module and the level of academic achievement expected. For example, “understanding the implications of the epidemiology of HIV/AIDS”, does not say what will be tested or the level tested. The objective: “students will be able to use epidemiological data to discuss the most important routes of transmission and draw implications for HIV/AIDS prevention programmes”, indicates both the level of understanding and what you will be testing.</i></p> <p><i>Please limit the number to 3-6 LOs, and please start with the LO which is considered most important or on which the assessment will mainly be focused. It is important to make clear the main or heaviest learning objectives instead to have ten learning objectives for a three ECTS credits course.</i></p> <p><i>Active verbs for stating learning outcomes are listed in the annex 4.</i></p>
13. Assessment procedures:	<p><i>The reviewers need to be able to review the level of expected (cognitive) performance, as well as appropriateness of the assessment method in relation to the learning outcome(s) formulated above. Please indicate assessment method(s) and relative weight(s). For example, “3,000-word essay (60%), peer-assessment of oral presentations (10%) and 2-hour open book examination using essay questions and case studies (30%)”.</i></p> <p><i>Indicate how students are given feedback and what options students have when they fail (re-sit?).</i></p> <p><i>For on-line assessment please describe how it is guaranteed that the product is the student’s personal work.</i></p> <p><i>Please provide an example of the assessment task (preferably as communicated to students), including evaluation criteria and/or standards, at least for the main learning outcome/objective (in annex to this form).</i></p>
14. Content:	<p><i>You could use, for example, the list of titles (preferably in bullets) for the sessions or cluster of sessions included in the module.</i></p>
15. Learning methods:	<p><i>A description of the actual methods used in the module is expected. Provide also an indication of the emphasis on methods. For example, “1-hour lectures to introduce subject areas and three practicals of each 4 hours”.</i></p> <p><i>For online courses please describe the didactical approach of the course and the virtual surroundings such as virtual classes, level of tutor facilitation, synchronous/asynchronous learning.</i></p>
16. Prerequisites:	<p><i>Describe here the expected level of academic/professional experience required including whether experience in developing countries is relevant.</i></p>

	<p><i>For language, indicate the level of proficiency expected along with how students should prove proficiency, e.g. English TOEFL test 550 or 213 computer-based or 79/80 internet-based or IELTS band 6.0.</i></p> <p><i>This is also the place to indicate subject areas that should be completed before the module can be started. For example, “a successfully completed two-week introduction to qualitative research methods”.</i></p> <p><i>In case of online course, please indicate the computer and internet, software requirements.</i></p>
17. Attendance:	<i>Incl. min. number of students below which the course would not take place (if applicable); incl. max. number of students; max. number of tropEd students (if limited).</i>
18. Selection, if applicable:	<i>Please describe how participants are selected (based on which criteria) if there are more eligible candidates than the max. number of students that can be admitted.</i>
19. Fees:	<i>Fees have to be stated in the currency of actual fee payment transaction. Always indicate the currency.</i>
20. Scholarships:	<i>If there is any kind of scholarship, please provide details about the scholarship provider, eligibility criteria for this scholarship, costs/expenses covered, any relevant deadlines and the necessary contact information.</i>
21. tropEd accreditation	<i>when, where (which GA meeting?)</i>
22. Remarks:	<i>Here also key reading (references from the literature) can be mentioned (limited list e.g. 4-5 key references).</i>

***For re-accreditation,
the following three items need to be added to the information above:***

23. Major changes since initial accreditation:	<i>Any changes in course coordinator, objectives, content, learning methods, assessment procedures need to be described with a short explanation about the reason for this change.</i>
24. Student evaluations:	<i>Provide a summary of the student evaluations (positive and negative aspects) and any other major feedback received.</i>
25. Lessons learned:	

If re-submitted to GA or EC (for tropEd reviewers, not to be published)

26. Comments by GA / EC	<i>when, which GA meeting, who reviewed? Comments by GA / EC?</i>
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Annex 2 Submission form for core course



Submission form for core course	
1. Title:	
2. Institution:	<i>State name, physical address by which the location can be visited, name of tropEd representative.</i>
3. Course location:	<i>If not in the application institute</i>
4. Course coordinator:	<i>Name (email address mandatory)</i>
5. Language:	<i>English, French, Spanish, Portuguese, other.</i>
6. Mode of delivery:	<i>in-class, face to face, distance-based, blended-learning</i>
7. Next course dates:	<i>YYYY-MM-DD to YYYY-MM-DD (these dates will be used for the search function on the website)</i>
8. About duration and dates (between 12- 14 weeks full time study):	<i>Number of weeks, days</i> <i>All relevant time points and number of days/weeks are to be mentioned here:</i> <i>Application deadline [e.g. “application deadline 2020-05-04” or “application deadline usually 4 weeks prior to first presence course day”].</i> <i>Beginning of pre-course assignment period, if applicable [e.g. pre-reading materials will be distributed 2-4 weeks prior to course commencement].</i> <i>Final due date for post-course assignments, if applicable [e.g. post-course exercise is due 2-3 weeks after the last scheduled course day].</i>
9. SIT: Student investment time:	<i>How many hours</i> <i>Please provide a breakdown of SIT in terms of contact and self-study hours for both distance (eLearning) and face-to-face learning.</i>
10. Credit points:	<i>ECTS credit points based on student investment time (SIT): 25-30 hrs SIT are equivalent to 1 ECTS credit point, maximum 45 hrs SIT per week. This means tropEd will allow max. 1.8 ECTS credits per week.</i>
11. A core course introduces students to the fundamentals of international health as stated in the following aims:	<i>Core courses introduce students to the fundamentals of international health as stated in the following aims.</i> <i>By the end of the core course students should be able to...</i> <ul style="list-style-type: none"> <i>critical reflection on the collection, analysis and appraisal of qualitative and quantitative data relevant for the improvement of health and health care equity.</i> <i>identify and analyse interrelated determinants of health and major health concerns of populations in a trans-disciplinary perspective in low- and middle-income settings and on global level.</i>

	<ul style="list-style-type: none"> • <i>propose sustainable improvements of health systems addressing inequities and considering diverse intercultural settings as well as social, legal and ethical responsibilities.</i> • <i>describe the role, decision-making process and impact of global health policy actors</i> • <i>collaborate and clearly communicate in a multi-disciplinary and multi-cultural setting</i>
12. Specific objectives (state specific learning objectives of this core course and relate them to the aims (see 11.) of a tropEd core course):	
13. Indicate any focus or specific features characterising your core course which you would like to highlight:	
14. Assessment procedures:	<p><i>The reviewers need to be able to review the level of expected (cognitive) performance, as well as appropriateness of the assessment method in relation to the learning outcome(s) formulated above. Please indicate assessment method(s) and relative weight(s) in a final/overall mark/score. For example, "3000-word essay (60%), peer-assessment of oral presentations (10%) and 2-hour open book examination using essay questions and case studies (30%)"</i></p> <p><i>Indicate how students are given feedback and what options students have when they fail (re-sit?).</i></p> <p><i>For on-line assessment please describe how it is guaranteed that the product is the student's personal work.</i></p> <p><i>Please provide an example of the assessment task (preferably as communicated to students), including evaluation criteria and/or standards, at least for the main learning outcome/objective (in annex to this form).</i></p>
15. Content:	<p><i>Each core course, however, has its special emphasis (i.e. medical, social sciences, health systems, etc.). Please provide the specific content topics or sessions and relate them to the overall tropEd core course sections:</i></p> <ul style="list-style-type: none"> • <i>Introduction and learning skills (0.5 to 1.5 ECTS credits).</i> • <i>Concepts, theory and methods for global health research (quantitative and qualitative) (4.5 to 7.5 ECTS credits).</i> • <i>Global health concerns (e.g. SDGs, health emergencies, communicable and non-communicable diseases, sexual and reproductive health and rights, environmental health, injury), and response strategies (4.5 to 7.5 ECTS credits).</i> • <i>Global health policies, health systems, their</i>

	<p><i>management, financing and strengthening (4.5 to 7.5 ECTS credits).</i></p> <p><i>Indicate the distribution of time – contact hours/SIT - for the four main sections.</i></p> <p><i>Details should be filled in the table attached (table 1).</i></p>
16. Structure of this core course: (please indicate sequence and duration of building block/modules with their sessions/topics and SIT)	See table attached (table 2)
17. Learning methods:	<i>A description of the actual methods used in the core course is expected. Provide also provide a breakdown of methods (rounding to hours). For example, “1-hour lectures to introduce subject areas and three practicals of each 4 hours.</i>
18. Prerequisites:	<p><i>Describe here the expected level of academic/professional experience required including possible experience in developing countries.</i></p> <p><i>For language, indicate the level of proficiency expected with an indication of the proof that needs to be provided, e.g. English TOEFL test 550 or 213 computer-based or 79/80 internet-based or IELTS band 6.0.</i></p> <p><i>This is also the place to indicate subject areas that should be completed before the module can be started. For example, “a successfully completed two-week introduction to qualitative research methods”.</i></p>
19. Attendance:	<i>Incl. min. number of students below which the course would not take place (if applicable); incl. max. number of students; max. number of tropEd students (if limited).</i>
20. Selection, if applicable:	<i>Please describe how participants are selected (based on which criteria) if there are more eligible candidates than the max. number of students that can be admitted.</i>
21. Fees:	<i>Fees have to be stated in the currency of actual fee payment transaction. Always indicate the currency</i>
22. Scholarships:	<i>If there is any kind of scholarship, please provide details about the scholarship provider, eligibility criteria for this scholarship, costs/expenses covered, any relevant deadlines and the necessary contact information.</i>
23. tropEd accreditation	<i>when, where (which GA meeting?)</i>
24. Remarks:	<i>Here also key reading (references from the literature) can be mentioned (limited list e.g. 4-5 key references).</i>

***For re-accreditation,
the following three items need to be added to the information above:***

23. Major changes since initial accreditation:	<i>Any changes in course coordinator, objectives, content, learning methods, assessment procedures need to be described with a short explanation about the reason for this change.</i>
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24. Student evaluations:	<i>Provide a summary of the student evaluations (positive and negative aspects) and any other major feedback received.</i>
25. Lessons learned:	

If re-submitted to GA or EC (for tropEd reviewers, not to be published)	
26. Comments by GA / EC	<i>when, which GA meeting, who reviewed? Comments by GA / EC?</i>

Table 1: Core course content related to tropEd content sections

tropEd sections	Content	Contact hours	SIT
Introduction and orientation			
Concepts and research methods			
Health problems and responses			
Health systems, management and communication			

Table 2: Structure of this core course

Building blocks of this core course	Contents (topics or sessions of the building block)	Hours (SIT)

Annex 3 tropEd module accreditation checklist: advanced modules

Items 1-22 is for all modules.

Items 23-25 is for re-accreditation only

Item 26 is for re-submission only

Item	Evaluation Criteria
1. Title:	A. Title is clear B. Title reflects module content
2. Keywords:	A. Correct number of keywords B. Keywords reflect the course content C. Keywords are in the Keywords list
3. Institution:	A. name of the institute B. name of tropEd representative
4. Course location:	A. Clear statement of module location B. If more than one location for different incidences of module, this is clearly indicated
5. Module coordinator:	A. Name of module coordinator B. Email contact of module coordinator
6. Language:	A. Language of instruction of the module is clearly indicated B. Language of instruction of the module is allowed by tropEd guidelines
7. Mode of delivery:	A. Clear statement of teaching and learning modes: face-to-face, online course or blended-learning, etc B. Mode of delivery corresponds with proposed learning objectives, content, learning methods and assessment procedures
8. Next course dates:	A. In format: YYYY-MM-DD to YYYY-MM-DD, this can be the dates when students must be on campus.
9. About duration and dates:	A. Some information on application period (opening and closure, if relevant) B. Clear statement of total number of days/weeks the module encompasses, including all contact and self-study hours C. Total duration corresponds with ECTS and SIT D. Clear duration for pre-reading and assignments submission dates
10. SIT:	A. SIT is clearly indicated B. ECTS and SIT corresponds with duration C. Breakdown of contact and self-study hours are clearly indicated e.g. 150 hours= 35 hours contact (10 lectures, 15 tutorials, 8 group work, 2 exam); 120 hours self-study (60 private reading, 30 writing assessment, 20 exam preparation, 10 group work preparation) D. SIT for assessment is clearly indicated
11. Credit points:	A. ECTS is clearly indicated B. ECTS and SIT correspond (1 ECTS= 25-30 hours SIT) C. Calculation corresponds with national regulation D. 45 hours SIT allocated per week
12. Learning objectives:	A. Learning objectives are clearly expressed B. Learning objectives are expressed in terms of the learning objectives for the student, not as the teaching objectives of the teachers C. Learning objectives are expressed in terms of the overall outcome the module is designed to achieve in terms of

Item	Evaluation Criteria
	<p>skills and knowledge students will be able to demonstrate on completion</p> <p>D. Learning objectives reflect the advanced level (Masters) of the learning (see for cognitive domain- list of reference verbs, Bloom's taxonomy)</p> <p>E. Learning objectives correspond well with content, learning methods and assessment</p> <p>F. Learning objectives are measurable by assessment (formative or summative)</p> <p>G. Between 3 and 6 learning objectives are given</p>
13. Assessment procedures:	<p>A. Assessment methods are clearly and specifically described:</p> <ul style="list-style-type: none"> • Specific type of assessment (summative or formative) • Specific methods of assessment (e.g. essay, written exam, group presentation) • Length or duration of assessment, word counts for written assignment • % weight of overall mark • When assessment takes place <p>B. Assessment methods correspond well with learning objectives, content and learning methods</p> <p>C. Assessment is represented in the SIT and breakdown of contact and self-study hours</p> <p>D. Rules and protocol for failures/re-sits is clearly described</p> <p>E. How is the feedback given to the students clearly indicated?</p> <p>F. Attach an example of the assessment tasks?</p> <p>G. How to guarantee that the product is the student's personal work in online courses is indicated</p>
14. Content:	<p>A. Content is relevant to international health</p> <p>B. Content is clearly indicated</p> <p>C. Content is reflected in module title</p> <p>D. Details of content are outlined (e.g. titles of sessions or topics)</p> <p>E. Particular approaches to content are clearly indicated</p> <p>F. The content corresponds well with learning objectives, learning methods and assessment</p>
15. Learning methods:	<p>A. Teaching and learning approaches and methods are clearly and specifically described:</p> <ul style="list-style-type: none"> a. what they are b. how they relate to one another c. which are particularly emphasised <p>B. Teaching and learning approaches and methods correspond well with learning objectives, content and assessment</p> <p>C. For online courses please describe the didactical approach of the course, the structure and emphasis of the course and the virtual surroundings such as virtual classes</p>
16. Prerequisites:	<p>A. Prerequisites are specific and clearly stated</p> <p>B. Prerequisites correspond to the professional and/or academic level and/or specialisation of the module</p> <p>C. Prerequisites that should be in place are present</p>

Item	Evaluation Criteria
	<p>D. Language prerequisites clearly state level of proficiency required</p> <p>E. Language prerequisites meet common minimum standards of tropEd (for English: English TOEFL test score 213 computer-based or 550 paper-based or 79-80 internet-based or IELTS band 6.0)</p> <p>F. For English proficiency, both IELTS and TOEFL requirements are indicated</p> <p>G. Computer, software and internet requirement for online course</p>
17. Attendance:	<p>A. Minimum number of students is indicated (below which the course will not take place)</p> <p>B. Maximum number of students is indicated</p> <p>C. Maximum number of tropEd students is indicated (if limited)</p>
18. Selection, if applicable:	<p>A. Selection procedure is clearly stated</p> <p>B. Selection criteria, if any, is clearly stated</p> <p>C. Selection criteria, if any, has an acceptable rationale</p>
19. Fees:	<p>A. Up-to-date tuition fees are clearly stated in the currency of fee transaction</p> <p>B. Any differential fees (e.g. EU, non-EU, tropEd students) are clearly stated</p> <p>C. Any additional module-related fees are clearly stated</p>
20. Scholarships:	<p>A. Scholarships, if any, are indicated, including information on:</p> <ul style="list-style-type: none"> Scholarship funder Eligibility criteria Amount of scholarship What the scholarship covers Contact information or web URL for scholarship Relevant deadlines <p>B. If no scholarships are available, this is clearly stated</p>
21. tropEd accreditation:	<p>A. Date and location of GA where module was first submitted is indicated and is accurate</p> <p>B. Date(s) and location(s) of GA where module was subsequently accredited is indicated and is accurate</p>
22. Remarks:	(optional) Any additional considerations or comments that are useful for students and reviewers should be included here
23. Major changes since previous accreditation:	<p>A. Major changes to module are clearly and fully outlined</p> <p>B. The rationale of any major changes is clearly explained</p> <p>C. New developments in subject area which have been incorporated are clearly outlined</p>
24. Student evaluations:	<p>A. A comprehensive and clear summary of student evaluations of the module is provided</p> <p>B. A comprehensive and clear summary of feedback/evaluation relating to the module, received from other sources (scholars, lecturers, external examiners, QA reviewers, etc), is provided</p>
25. Lessons learned:	A comprehensive and clear summary of lessons learned is given, such as: changes made as a result of evaluation/feedback, experiences gained when delivering this module, applicability of module content in the work environment, etc.

Item	Evaluation Criteria
26. Comments by GA / EC	<p>A. For reviewers, not to be published</p> <p>B. Comments of reviewers are documented by the note keeper in the reviewing process</p> <p>C. Information is given on when, at which GA meeting and who reviewed</p> <p>D. The awarded accreditation categories are indicated</p>
<p>Please give a suggestion of the decision concerning this course:</p> <ul style="list-style-type: none"> • Category 1: Accredited. The module will be included in the course list on the tropEd website and in the tropEd database of courses without delay. • Category 2: Accepted with minor changes. The revised course/module description will be sent to the tropEd Secretariat in track changes format. The comments from the last GA need to be added to the course description under point 26 in the submission form. The tropEd Executive Committee (EC) will review the new course description for final accreditation during a phone conference. Once accredited, the module will be included in the course list on the tropEd website and in the tropEd database of courses. The EC will inform tropEd members at the next GA meeting about all modules which have been accredited since the last GA meeting. The validation period of a Category 2 is one year. In case the revised course description has not been submitted to the EC within one year, it should be submitted to the GA again. • Category 3: Accepted with major changes. Re-submission to the GA is necessary. The revised course/module description will be sent to the tropEd Secretariat in track changes format. The comments from the last GA need to be added to the course description under point 26 in the submission form. • Category 4: Rejected. A completely new submission to the GA is necessary. If the module is considered not relevant within the field of a master programme in International/Global Health, then a resubmission is not possible if the focus of the course remains the same. 	

Keywords in alphabetical order

- Access
- Accessibility
- Accidents and injury
- Addiction
- Adolescent health
- Advocacy
- Anthropology
- Bacterial
- Biosafety
- Burden of diseases
- Cancer
- Child health
- Chronic health problem
- Climate
- Communicable diseases
- Communication
- Conflict affected setting
- Consultancy skills
- Culture
- Democracy
- Demography
- Diagnostics
- Digital-Health
- Disabilities
- Disease prevention, control and elimination
- Drugs and vaccines
- Ecosystems
- Education
- Emergency
- Emerging diseases
- Empowerment
- Environment
- Epidemiology
- Equity
- Essential health care package
- Ethics
- Ethnicity
- Evidence based medicine
- Financing
- Fragile environment
- Gender
- Genetics
- Globalization
- Governance
- Health economics
- Health facilities
- Health impact assessment
- Health in all policies
- Health indicators
- Health of the elderly
- Health policy
- Health promotion
- Health sector reform
- Health systems
- History
- HIV/AIDS
- Human development
- Human resources
- Human rights
- Humanitarian setting
- Informatics
- Intercultural competency
- International/Global Health
- Knowledge, attitude, and practice
- Laboratory
- Leadership
- Learning
- Malaria
- Malnutrition
- Management
- Maternal health
- Measuring health status
- Medical & clinical sciences
- Men's health
- Mental health
- Microbial resistance
- Migration
- Mobile population
- Monitoring and evaluation
- Multi/inter-sectoral approach
- Neglected diseases
- Non-communicable diseases
- Nutrition
- Obesity
- One Health
- Organisation
- Outbreaks
- Parasitic
- Pathogens
- Planetary
- Planning and programming
- Pollution
- Poverty
- Primary Health Care
- Project management
- Psychosocial
- Public health
- Public Health
- Public-private
- Qualitative methods
- Quality
- Quantitative methods
- Radiation
- Research
- Resilience
- Resource management
- Rural health
- SDGs
- Sexual & reproductive health
- Socio economic status
- Statistics
- TB
- Teaching
- Technology
- Toxic agents
- Treatment
- Tropical Medicine
- Universal health coverage
- Urban health
- Vectors
- Viral
- Vulnerable groups
- Water and Sanitation
- Well being
- Zoonotic diseases

Annex 4 Some active verbs for stating learning outcomes

Abbreviate	Defend	Illustrate	Present	Take responsibility	Analysis
Act	Define	Implant	Prevent	Teach	Distinguish
Administer	Delimit	Include	Prognose	Tie	Analysis
Aid	Demonstrate	Increase	Promote	Time	Differentiate
Allow for	Derive	Indicate	Protect	Trace	Appraise
Analyse	Describe	Induce	Provide	Translate	Calculate
Apply	Design	Infer	Pursue	Treat	Experiment
Appraise	Designate	Inform	Put	Underline	Test
Arrange	Detect	Insert	Raise	Use	Compare
Assist	Determine	Integrate	Read	Utilise	Contrast
Ask	Develop	Isolate	Rearrange	Verify	Criticise
Assemble	Diagnose	Justify	Reassure	Wash	Diagram
Attend	Diagram	Label	Recite	Weigh	Inspect
Audit	Differentiate	Lead	Reconstruct	Work	Debate
Avoid	Direct	List	Record	Write	Question
Bring	Discover	Locate	Recount	Knowledge	Relate
Build	Discriminate	Maintain	Reduce	Define	Solve
Calculate	Display	Make	Regroup	Repeat	Examine
Care for	Dissect	Manipulate	Relate	Record	Categorise
Categorise	Distinguish	Map	Remove	List	Synthesis
Change	Divide	Match	Reorder	Recall	Compose
Chart	Do	Measure	Reorganise	Name	Plan
Check	Draw	Meet	Rephrase	Relate	Propose
Choose	Edit	Mobilise	Replace	Underline	Design
Circle	Effect	Modify	Request	Comprehension	Formulate
Cite	Encourage	Move	Reset	Translate	Arrange
Clean	Enumerate	Name	Resolve	Restate	Assemble
Close	Enunciate	Narrate	Respond	Discuss	Collect
Collaborate	Establish	Note	Restate	Describe	Construct
Collect	Estimate	Obtain	Safeguard	Recognise	Create
Communicate	Evaluate	Omit	Select	Explain	Set up
Compare	Examine	Operate	Send	Express	Organise
Compile	Exchange	Oppose	Separate	Identify	Manage
Complete	Execute	Order	Serve	Locate	Prepare
Compute	Explain	Organise	Set	Report	Evaluation
Conclude	Extract	Outline	Share	Review	Judge
Conduct	Extrapolate	Paraphrase	Simplify	Tell	Appraise
Connect	Facilitate	Participate	Solve	Application	Evaluate
Construct	Fill	Perform	Sort	Interpret	Rate
Contrast	Find	Persuade	Speak	Apply	Compare
Contribute	Follow	Pick	Specify	Employ	Revise
Control	Formulate	Place	Start	Use	Assess
Convert	Furnish	Plan	State	Demonstrate	Estimate
Co-operate	Generalise	Play	Store	Dramatise	
Correct	Generate	Plot	Structure	Practice	
Create	Get	Point	Suggest	Illustrate	
Criticise	Give	Position	Supply	Operate	
Decide	Guide	Practise	Support	Schedule	
Decrease	Hold	Predict	Synthesise	Sketch	
Deduce	Identify	Prepare	Tabulate		

Annex 5 Keywords

Health problems, diseases and conditions <ul style="list-style-type: none"> • Accidents and injury • Adolescent health • Bacterial • Cancer • Child health • Chronic health problem • Communicable diseases • Disabilities • Emergency • Emerging diseases • Health of the elderly • HIV/AIDS • Malaria • Malnutrition • Maternal health • Men's health • Mental health • Neglected diseases • Non-communicable diseases • Obesity • Outbreaks • Parasitic • Sexual & reproductive health • TB • Viral • Vulnerable groups • Zoonotic diseases 	Health care organisation & management <ul style="list-style-type: none"> • Diagnostics • Disease prevention, control and elimination • Drugs and vaccines • Essential health care package • Evidence based medicine • Financing • Health economics • Health facilities • Health policy • Health promotion • Health sector reform • Health systems • Human resources • Humanitarian setting • Medical & clinical sciences • Organisation • Primary Health Care • Project management • Public health • Public-private • Quality • Resource management • Technology • Treatment • Universal health coverage 	Methods & transferable skills <ul style="list-style-type: none"> • Anthropology • Burden of diseases • Communication • Consultancy skills • Demography • Digital-Health • Epidemiology • Health impact assessment • Health indicators • Informatics • Intercultural competency • Knowledge, attitude and practice • Laboratory • Leadership • Learning • Management • Measuring health status • Monitoring and evaluation • Planning and programming • Qualitative methods • Quantitative methods • Research • Statistics • Teaching
Social & political environment and geographic focus <ul style="list-style-type: none"> • Accessibility • Advocacy • Conflict affected setting • Democracy • Empowerment • Equity • Ethics • Fragile environment • Globalization • Governance • Health in all policies • History • Human development • Human rights • International/Global Health • Migration • Mobile population • Multi/inter-sectoral approach • One Health • Planetary • Poverty • Public Health • Rural health • SDGs • Tropical Medicine • Urban health 	Physical environment & environmental health <ul style="list-style-type: none"> • Biosafety • Climate • Ecosystems • Environment • Microbial resistance • Pathogens • Pollution • Radiation • Toxic agents • Vectors • Water and Sanitation 	Individual factors <ul style="list-style-type: none"> • Access • Addiction • Culture • Education • Ethnicity • Gender • Genetics • Nutrition • Psychosocial • Resilience • Socio economic status • Well being

Annex 6 National regulations on SIT-ECTS calculation

Countries Hours range per academic year; hours range per credit point; status of the proclamation

Belgium (Fl) 1,500/1,800 h; 25/30 h; Decree (law on the Flemish level)

Belgium (Fr) 1440 h; 24 h; Decree (law of the French Community)

Denmark 1,650 h; 27/28 h; Letters from the Ministry

France 1,650 h; 25/30 h; Recommendation by the University Presidents' conference

Germany 1,800 h; 30 h; KMK (Kultusministerkonferenz = Standing Conference of the Ministers of the Federal States) / Element of Accreditation

Italy 1,500 h; 25 h; Ministerial Decrees

Netherlands 1,680 h; 28 h; Law

Portugal 1,500/1,680 h; 25/28 h; Decree 42/2005 of 22 February

Norway no range per academic year proclaimed - decision of universities

Spain 1,500/1,800 h; 25/30 h; Royal Decree (law)

Sweden 1,600 h; 26/27 h; Higher education ordinance (Government regulation) states full time studies during 40 weeks

Switzerland 1,500/1,800 h; 25/30 h; Swiss University Conference (SUC) Regulation for the implementation of Bologna

United Kingdom 1,200 - 1,800 h; 20 h; National Qualification (and Credits) Frameworks